**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Pearson Spiral Review | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Use Marzano’s Building Academic Vocabulary as pre and post lesson activities.  Use the Frayer Model to explicitly teach examples and non-examples of vocabulary terms.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Physical movements, pictures, student opportunity to manipulate words. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Using base ten block, Cuisenaire rods, or snap cubes under a document camera, demonstrate the physical act of breaking apart a given number to find a ten multiple times with a variety of place values represented.  Partner practice with given number, and choose random students to share team representation of number.  Quick check visual scanning of student representation of number. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Individual journal entry of number-drawing of model-using the Gradual Release of Responsibility model | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Based on student’s formative assessment, a reteaching, practice, or enrichment homework assignment to begin during class time with at least one assigned problem to be explained at length. For example, student shows 2-3 ways to solve the same problem.  Enrichment-student chooses from assigned problems and formulates higher-level thinking questions to discuss with peers. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Isolated formative assessment/lesson quick check | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Meet with Reteach students in a small group while other students work cooperatively and independently on Core aligned practice activities. Examples: pearsonsuccessnet.com games on laptops, Teamwork Center Activities from Pearson, self-directed problem solving. | |
| **HOMEWORK** | |
| Continue Independent Practice Assignment: Based on student’s formative assessment, a reteaching, practice, or enrichment homework assignment to begin during class time with at least one assigned problem to be explained at length. For example, student shows 2-3 ways to solve the same problem.  Enrichment-student chooses from assigned problems and formulates higher-level thinking questions to discuss with peers. | |